DOCUMENT RESUME

ED 417 924 RC 021 499

AUTHOR Tao, Fumiyo; Khan, Sherry; Arriola, Christine
TITLE Special Analysis of Tribal Even Start Projects (1995-96 Program Year). National Evaluation of the Even Start Family Literacy Program.
INSTITUTION Fu Associates, Ltd.
SPONS AGENCY Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE 1998-00-00
NOTE 44p.; For 1994-95 evaluation, see ED 415 085.
CONTRACT EA970710
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Basic Education; *American Indian Education; American Indians; *Early Childhood Education; Family Characteristics; *Family Literacy; Family Programs; High School Equivalency Programs; Parent Child Relationship; Parent Education; *Participant Characteristics; Tribally Controlled Education
IDENTIFIERS *Even Start; *Program Characteristics

ABSTRACT

This report is a descriptive analysis of the tribal Even Start Literacy Program and of families served in 1995-96. Eight of 9 tribal Even Start projects funded in 1995-96 are described and compared to 563 projects reporting nationwide (out of 576 total). Grants were awarded to federally recognized American Indian tribes or tribal organizations to help parents become full partners in their children's education, assist children in reaching their potential as learners, and provide literacy training to parents. Reporting projects averaged 31 families, providing early childhood education, parenting education, adult basic education, GED preparation, and English as a second language. Families averaged 5.1 members, with at least 1 eligible child aged 0-7; 58 percent of families had annual incomes below $9,000; and 67 percent of parents lacked a high school diploma or GED. Chapter 1 of this report introduces the tribal Even Start Program. Chapter 2 describes project characteristics: funding, number of families served, rural/urban location, availability of nonproject services, staffing, staff qualifications, inservice training, agency collaboration, needs for support services, barriers to implementation, project needs for technical assistance, recruitment strategies, and content and intensity of services. Chapter 3 describes participant characteristics: family structure, size, ethnicity, and economic status; parents' education and employment status; and nonproject services received. Chapter 4 outlines participation rates by parents and children in various services, prevalence of special needs children, retention rates, and parent educational and employment status at year end. Includes 44 data tables. (Author/SV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

RC

ED 417 924

National Evaluation of
The Even Start Family Literacy Program

Special Analysis of
Tribal Even Start Projects

1998

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Prepared by:

Fumiyo Tao
Sherry Khan
Christine Arriola

Fu Associates, Ltd.

Prepared for:

U.S. Department of Education
Planning and Evaluation Service

RC021499

BEST COPY AVAILABLE

This report was prepared under the U.S. Department of Education, Contract Number EA970710. The views expressed in this report do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department should be inferred.

CONTENTS

Chapter 1: Introduction 1

Tribal Even Start Program 1
The 1995-96 National Evaluation of the Even Start Family Literacy Program 2
Special Analyses of Tribal Even Start Projects Data 3
Organization of the Report 4

Chapter 2: Characteristics of Tribal Even Start Projects 5

Project Funding 5
Number of Families Served 6
Annual Funds per Family 6
Type of Community in Which Tribal Even Start Projects are Located 7
Availability of Non-Even Start Adult and Early Childhood Services 7
Project Staffing 8
Educational and Relevant Work Experiences of Staff 9
Inservice Training 10
Collaboration with Other Agencies 12
Support Services That Families in Tribal Projects Need 13
Barriers to Program Implementation 14
Need for Technical Assistance 15
Recruitment Strategies 16
Intensity of Educational Services Offered to Families 17
Contents of Adult Education Activities 20
Parenting Education and Parent-Child Activities Offered 21
Integration of Core Educational Services 22

Chapter 3: Characteristics of Families in Tribal Even Start Projects 25

Family Structure and Size 25
Ethnic Backgrounds of Families in Tribal Even Start Projects 26
Family Economic Characteristics 26
Parents' Educational Backgrounds 27
Parents' Employment Status at Intake 28

Non-Even Start Services Families Received 29

Chapter 4: Participation Rates of Families in Tribal Even Start Projects 31

Number of Home Visits Made to Families in Tribal Even Start Projects 31

Extent of Parents' Participation in Adult Education and Parenting Education Services 31

Hours of Participation in Adult and Parenting Education Services 32

Extent of Children's Participation in Early Childhood Education Services 33

Extent of Participation in All Three Core Services 34

Types of Support Services Received by Parents and Children in Tribal Projects 34

Prevalence of Children with Special Needs 35

Extent of Retention and Successful Completion of Educational Goals 35

Parents' Educational Status at Year End 36

Parents' Employment Status at Year End 37

LIST OF EXHIBITS

Chapter 1: Introduction

Exhibit 1.1: Number (Percent) of Projects That Submitted 1995-96 Even Start National Evaluation Data 3

Exhibit 1.2: Number of Project and Participant Records Collected from Eight Tribal Projects for the 1995-96 Even Start National Evaluation 3

Chapter 2: Characteristics of Tribal Even Start Projects

Exhibit 2.1: Levels of Funding for Tribal Projects (1995-96) 6

Exhibit 2.2: Tribal Even Start Funds per Family per Year (1995-96) 6

Exhibit 2.3: Type of Community in Which the Tribal Projects Operated (1995-96) 7

Exhibit 2.4: Tribal and All Even Start Projects Reporting Availability of Non-Even Start Educational Services in Their Communities (1995-96) 8

Exhibit 2.5: Number of Even Start-Paid Staff and Their Assignments (1995-96) 9

Exhibit 2.6: Number of Even Start-Paid Instructors and Volunteers, by Instructional Area (1995-1996) 9

Exhibit 2.7: Academic Degrees and Years of Experience of Tribal Project Instructors and Aides (1995-96) 10

Exhibit 2.8: Average Days of Inservice Training Provided per Year to Staff (1995-96) 10

Exhibit 2.9: Percent (Number) of Tribal and All Even Start Projects Providing Inservice Training to Most Staff, by Topic (1995-96) 12

Exhibit 2.10: Percent (Number) of Tribal Even Start Project Sites Using Even Start and Collaborating Agency Staff in Core Educational Services (1995-96) 13

Exhibit 2.11: Percent (Number) of Tribal and All Even Start Project Sites, by Support Services Needed by All and/or Most Families (1995-96) 14

Exhibit 2.12: Average Rating of Barriers to Program Implementation (1995-96) 15

Exhibit 2.13: Percent (Number) of Tribal and All Even Start Projects, by Areas of Some and/or Great Need of Technical Assistance (1995-96) 16

Exhibit 2.14: Percent (Number) of Tribal Project Sites Using Special Recruitment Strategies "a Great Deal" (1995-96) 17

Exhibit 2.15: Average Scheduled Contact Hours in Tribal Even Start Projects, by Educational Area (1995-96) 18

Exhibit 2.16: Hours per Month a Typical Family Spends in Parent-Child Activities, by Setting (1995-96) 19

Exhibit 2.17: Hours per Month that Adult Education Is Combined with Parenting Education (1995-96) 19

Exhibit 2.18: Percent (Number) of Tribal Even Start Project Sites, by Adult Education Approaches (1995-96) 20

Exhibit 2.19: Percent (Number) of Tribal Even Start Project Sites That Offered Preparatory Activities Before Initiating Adult and Parenting Education Services (1995-96) 21

Exhibit 2.20: Percent (Number) of Tribal and All Even Start Project Sites Providing Various Types of Parenting Education Activities to "Most Families" (1995-96) 21

Exhibit 2.21: Percent (Number) of Tribal and All Even Start Project Sites Offering Various Parent-Child Activities to "Most Families" (1995-96) 22
Exhibit 2.22: Percent (Number) of Tribal Even Start Project Sites That Integrated Three Core Educational Services Usually or Always (1995-96) 23

Chapter 3: Characteristics of Families in Tribal Even Start Projects

Exhibit 3.1: Percent and Number of Families in Tribal Even Start Projects, by Family Structure (1995-96 Participants) 25
Exhibit 3.2: Average Size of Families in Tribal Even Start Projects (1995-96 Participants) 26
Exhibit 3.3: Ethnic Backgrounds of Families in Tribal Even Start Projects (1995-96 Participants) 26
Exhibit 3.4: Percent and Number of Families in Tribal Even Start Projects, by Annual Income (1995-96 Participants) 27
Exhibit 3.5: Percent and Number of Families in Tribal Even Start Projects, by Primary Income Source (1995-96) 27
Exhibit 3.6: Percent and Number of Parents in Tribal Even Start Projects, by Educational Background (1995-96) 28
Exhibit 3.7: Percent and Number of Parents in Tribal Even Start Projects, by Where They Received Formal Education (1995-96 Participants) 28
Exhibit 3.8: Percent and Number of Parents in Tribal Even Start Projects, by Type of Employment (1995-96 Participants) 28
Exhibit 3.9: Percent and Number of Parents in Tribal Even Start Projects Who Were Not Employed, by Employment Plans (1995-96 Participants) 29
Exhibit 3.10: Percent and Number of Parents in Tribal Even Start Projects, by Social or Educational Services Received (1995-96 Participants) 29
Exhibit 3.11: Percent of Children in Tribal Even Start Participating in Non-Even Start Educational Programs Before and at Time of Enrolling in Even Start (1995-96 Participants) 30

Chapter 4: Participation Rates of Families in Tribal Even Start Projects

Exhibit 4.1: Percent and Number of Parents in Tribal Projects Who Participated in the Core Even Start Services (1995-96) 32
Exhibit 4.2: Parents in Tribal and All Even Start Projects, by Average Hours of Participation in Adult and Parenting Education (1995-96) 32
Exhibit 4.3: Percent and Number of Children in Tribal Projects Participating in Early Childhood Education Programs (1995-96) 33
Exhibit 4.4: Percent of Children in Tribal and All Even Start Projects, by Months of Participation in Early Childhood Education (1995-96) 34
Exhibit 4.5: Percent of Parents and Children in Tribal and All Even Start Projects Receiving Support Services (1995-96) 35

Exhibit 4.6: Percent and Number of Families in Tribal Even Start Projects Continuing Participation at Year End (1995-96) 36
Exhibit 4.7: Percent and Number of Families in Tribal Even Start Projects, by Reason for Termination (1995-96) 36
Exhibit 4.8: Percent and Number of Parents in Tribal Even Start Projects, by Year-end Educational Status (1995-96) 37
Exhibit 4.9: Percent and Number of Parents in Tribal Even Start Projects, by Year-end Employment Status (1995-96) 37

CHAPTER 1: INTRODUCTION

The Even Start Family Literacy Program addresses the basic educational needs of parents and children of low-income families by providing a unified program of (1) adult education and literacy programs for parents; (2) early childhood education for their children; and (3) assistance for parents to effectively promote their children's educational development. All Even Start projects are expected to provide services in each of three "core" areas: adult education and literacy; early childhood education; and parenting education. Projects provide some services directly and also build on existing community resources by collaborating with other service providers.

The Even Start law requires the U.S. Department of Education (ED) to conduct a national evaluation of Even Start to monitor and document the development of the program as a whole. Even Start encompasses state-administered projects as well as federally-administered projects that serve migrant, tribal, and outlying area populations. The current national evaluation, covering program years 1994 through 1997, addresses these questions:

- Who is served by the program and what services do they receive? Is the program reaching the appropriate target population?
- How is the federal funding spent on the program? How are Even Start services implemented?
- How well does the Even Start basic model work? What educational and developmental gains are achieved by program participants?
- What are the characteristics of effective practices and programs?

This report presents the results of special analyses of data collected from Even Start projects for Indian tribes and tribal organizations for program year 1995-96. The purpose of this report is to provide a profile of the tribal Even Start projects that can be used by local projects, federal program administrators, legislators, and policy-makers for program improvement and policy development.

TRIBAL EVEN START PROGRAM

Authorized under Section 1202(a)(1)(C) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, the U.S. Department of Education makes grants to Indian tribes and tribal organizations to provide family-centered education programs to help the parents of low-income families become full partners in the education of their children; to assist children in reaching their full potential as learners; and to provide literacy training to the parents.

Funds are reserved for the Even Start program for Indian tribes and tribal organizations (tribal Even Start program) from a 5 percent set-aside from the

overall Even Start allocation for projects serving Indian tribes, outlying areas, and migrant agricultural families.[1]

While similar to the basic Even Start projects in that they provide participating families with an integrated program of early childhood education, adult education, and parenting education, tribal projects are unique in that they:

- Are funded directly by the U.S. Department of Education and operated by Federally recognized Indian tribes and tribal organizations; and
- Serve primarily Native American families.[2]

In 1995-96, 9 tribal Even Start projects were funded. Of the 8 projects that submitted data, all were relatively mature: 5 were in their 4th year of operation and 3 were in their 5th year.

THE 1995-96 NATIONAL EVALUATION OF THE EVEN START FAMILY LITERACY PROGRAM

In March 1994, ED awarded a contract for the second four-year evaluation of the Even Start program. The major component of the contract is the development and implementation of the Even Start Information System (ESIS). The ESIS stores the data collected from all Even Start projects and provides ongoing descriptive information across all Even Start projects. This includes information about the participating families; the types of projects funded; the services they provide; the collaborative efforts these projects have undertaken; and the obstacles to program implementation.

A total of 576 Even Start projects, including 9 tribal projects, were funded in 1995-96. Overall, 98 percent of Even Start projects (563 projects) returned ESIS data by the final due date. Eight of the 9 tribal projects funded in 1995-96 returned at least some evaluation data by the final due date (Exhibit 1.1).

---

[1] The Even Start Program was reauthorized by the Improving America's School Act, which became effective in July 1995. The law provides a 5 percent set aside to be shared by Even Start projects for migrant agricultural families, the outlying areas, and Indian tribes and tribal organizations. The tribal projects' share is 1.5 percent of the total Even Start allocation.

[2] In 1995-96, 83 percent of adult participants in the 8 tribal projects reporting data indicated their ethnicity to be Native American.

Exhibit 1.1: Number (Percent) of Projects That Submitted 1995-96 Even Start National Evaluation Data

Type of Project	Number (Percent) of Projects Reporting	Number of Projects Operating in 1995-96
State-administered Even Start projects	546 (98%)	558
Tribal Even Start projects	8 (89%)	9
Migrant Education Even Start projects	9 (100%)	9
Total	**563 (98%)**	**576**

SPECIAL ANALYSES OF TRIBAL EVEN START PROJECTS DATA

This report consists of a special analysis of 1995-96 ESIS data submitted by 8 tribal projects—5 projects in their fourth year and 3 projects in their fifth year of operation.[3] As shown in Exhibit 1.1, the 8 projects represent a small portion of the entire Even Start community. Since all but one tribal project submitted evaluation data, the analysis results presented in this report describe fairly closely the entire tribal program for the 1995-96 program year.

At the same time, the project-level analyses were based on an extremely small number of records, and submissions by these projects were incomplete to varying degrees. Thus, readers should keep in mind that there are substantial variations in data across the eight projects, and the "averages" may not describe accurately many of the individual projects. For the family-level analyses, there was a sufficient number of records to capture general profiles of participants across all tribal projects (Exhibit 1.2).

Exhibit 1.2: Number of Project and Participant Records Collected from Eight Tribal Projects for the 1995-96 Even Start National Evaluation

ESIS Forms	Number of Records
Form A: Preliminary project information	8 Projects
Form B: Project description	8 Projects
Form C-Family: Family characteristics at intake	292 Families
Form C-Adult: Parent characteristics at intake	318 Parents
Form C-Child: Child characteristics at intake	482 Children
Form D-Family: Family participation outcomes	294 Families
Form D-Adult: Parent participation outcomes	328 Parents
Form D-Child: Child participation outcomes	507 Children

[3] Detailed descriptions of three tribal projects based on case studies conducted in 1995 are reported in *National Evaluation of the Even Start Family Literacy Program: Report on Even Start Projects for Indian Tribes and Tribal Organizations* (Levin, M., Moss, M., Swartz, J., Khan, S., & Tarr, H., U.S. Department of Education, Planning and Evaluation Service, 1997). In addition, the first *Special Analysis of Tribal Even Start Projects Data* was released by the Department of Education in 1997.

11 BEST COPY AVAILABLE

ORGANIZATION OF THE REPORT

Chapter 2: Characteristics of Tribal Even Start Projects presents descriptions of tribal projects, including information on funding, staffing, inservice training, support services, barriers to program implementation, areas in need of technical assistance, and educational services provided.

Chapter 3: Characteristics of Families in Tribal Even Start Projects describes the demographic backgrounds of families, parents, and children in tribal projects.

Chapter 4: Participation Rates of Families in Tribal Even Start Projects presents the extent of participation in educational activities by parents and children in tribal projects and the rates of retention and program completion.

This report presents analysis results in exhibits accompanied by a brief narrative to assist readers. The results for the tribal projects are compared with results for all Even Start projects where appropriate.

CHAPTER 2: CHARACTERISTICS OF TRIBAL EVEN START PROJECTS

This section presents information about tribal Even Start projects. The current national evaluation collects project-related data on two levels. Data concerning project structure, organization, and management are collected for each project as a unit. That is, each project provides information describing the project as a whole. However, detailed descriptions of services offered to participants are reported by project sites.

In the context of this evaluation, the term "site" does not refer to a physical or geographical location where a project's services are provided. Instead, it refers to **service delivery designs and approaches**. Some projects use two or more distinctly different approaches (e.g., services designed for teen parents enrolled at a high school and a different set of services designed for older parents operated through collaboration with a community college and a Head Start program). Projects were instructed to report separate site-level information on multiple sites/designs **if they use more than one service delivery approach.**

Among the eight tribal projects, two projects reported data for two sites; six projects reported one site each. Results of analyses based on project sites are noted as such in the exhibits and in the text in this report.

PROJECT FUNDING

Federal grants represent the primary funding source for the tribal projects. In addition, the projects are required to obtain a specified portion of their budget from local sources. The portion of the total budget supported by Even Start funds must decrease by 10 percent each year, meaning that the non-Even Start ("local") matching funds must increase correspondingly and constitute at least 40 percent of annual operating budget by year four. Further, projects that receive a subsequent grant or grants must obtain at least 50 percent of their budget from local sources in all years of these grants.

As shown in Exhibit 2.1, the average federal funding for tribal projects for the 1995-96 program year was $137,270, compared to an average of $163,712 for all Even Start projects. The average amount of local contribution for tribal projects was $107,581, roughly comparable to the national average of $108,718. The total resources—federal funding and local contributions combined—were

$216,693 per tribal project; $28,580 less than the national Even Start average of $245,273.[4]

Exhibit 2.1: Levels of Funding for Tribal Projects (1995-96)

	1995-96 Even Start Grant	1995-96 Local Contributions	1995-96 Total Resources
Average per project	$137,270	$107,581	$216,693
Amounts received by the top 25% of the projects	$170,214 or more	$110,345 or more	$250,751 or more
Total projects reporting	7	5	8

Note: Eight (8) projects reported the total resources data; 7 projects reported their federal grants and 5 projects reported local share amounts. Thus, the average federal and local shares do not add to the average Total Resources.

NUMBER OF FAMILIES SERVED

Seven tribal projects reported the number of families they served in the 1995-96 program year. Based on these data, each tribal project, on average, served 31 families. (The range was 20 to 75.) This average was substantially lower than the average of 58 families reported by all Even Start projects for 1995-96.

Extrapolating from the 7 tribal projects' data, approximately 279 families were served in the 9 tribal projects. On the other hand, recall from Exhibit 1.2 that we received participation data on slightly more participants (294 families, 328 parents, and 507 children). If we use the number of families for whom we received participation data, the average number per project is approximately 37 families.

ANNUAL FUNDS PER FAMILY

Based on data reported by 7 projects, and using the number of families the *projects reported serving*, the average annual budget per family for tribal projects in 1995-96 was $12,304, combining funds from all available resources, and $7,916 per family for the federal share (Exhibit 2.2). The comparable national averages for per-family cost were $4,438 and $2,689, respectively.

Exhibit 2.2: Tribal Even Start Funds per Family per Year (1995-96)

Types of Funds	Average Funds Per Family
Federal and local funds	$7,915
Federal Even Start funds	$4,388

Note: The averages in this table are based on data from 7 tribal projects.

[4] The budget and cost information obtained from Even Start projects for the national evaluation must be interpreted with caution. In particular, the amounts of local share may be underreported in many cases due to omissions of in-kind contributions.

The tribal projects' average federal funds per family in 1995-96 was similar to the 1994-95 average of $4,260. However, the total funds per family was higher in 1995-96 compared to $5,791 in 1994-95.

Type of Community in Which Tribal Even Start Projects are Located

All of the 8 tribal projects operated in either rural areas (5 projects) or "mixed communities" that include both urban and rural areas (3 projects) (Exhibit 2.3). As in the previous program year, no tribal projects operated in urban areas in 1995-96.

Exhibit 2.3: Type of Community in Which the Tribal Projects Operated (1995-96)

Type of Community	Number of Projects
Entirely metropolitan area (Urban)	0
Metropolitan and non-metropolitan combined (Mixed)	3
Non-metropolitan area (Rural)	5

Availability of Non-Even Start Adult and Early Childhood Services

As shown in Exhibit 2.4, most of the tribal Even Start projects reported that without Even Start, early childhood education for infants and toddlers, English-as-a-second language (ESL), and other family literacy programs would not be available in their communities. The number of projects reporting the availability of parenting education in their communities (6 of 8 reporting projects) increased from 1994-95 (4 of 8 reporting projects).

In the majority of cases, the types of educational services offered by Even Start were more available even without Even Start in tribal project service areas than across all communities where Even Start projects are located.[5]

[5] Comparisons between tribal project percentages and national percentages should be interpreted with great caution due to the small number of tribal projects.

Exhibit 2.4: Tribal and All Even Start Projects Reporting Availability of Non-Even Start Educational Services in Their Communities (1995-96)

Non-Even Start Educational Services	Percent (Number) of Tribal Projects	Percent of All Even Start Projects
Adult basic education (grades 0-8)	**63% (5)**	**77%**
Adult secondary education/GED preparation (grades 9-12)	88% (7)	87%
English as a second language (ESL)	13% (1)	61%
Parenting education	75% (6)	46%
Early childhood education for children ages 0-2	38% (3)	26%
Early childhood education for children ages 3-4	100% (8)	80%
Early childhood education for children at age 5	88% (7)	76%
Other family literacy programs	25% (2)	16%

Note: The national percentages are based on data from 556 projects.

PROJECT STAFFING

On average, a tribal project was staffed by approximately 8 individuals paid by Even Start funds. By staff positions, an average tribal project supported 1 to 2 administrators; 2 instructors; 1 aide; 1 family specialist; 1 support service provider (e.g., a social worker or child care provider); 1 evaluator; and 1 "other" staff member (Exhibit 2.5).

Consistent with the smaller number of families in tribal projects (average 31 families) compared to all Even Start projects (average 58 families), the tribal projects funded less staff than the national average of 10 Even Start paid staff members. Approximately 2 instructors and 1 aide employed in a typical tribal project are proportionate to the national averages of 4 instructors and 2 aides.

Exhibit 2.5: Number of Even Start-Paid Staff and Their Assignments (1995-96)

Staff	Average Across Tribal Projects	Range
Administrator	1.4 staff	1-3 staff
Instructor	2.1	0-4
Aide	0.8	0-5
Family specialists	1.1	0-4
Support service providers	0.9	0-2
Evaluators	1.1	0-3
Others	0.9	0-2
Total across all categories	8.3	4-15

Note: This table includes only staff paid totally or partially with tribal Even Start funds. The numbers do not include staff paid solely with local matching or collaborating agency funds. If staff had several roles, they were counted once under their primary assignment.

In tribal projects, the average number of instructors paid by Even Start included 1 in adult education, 1 in parenting education, and 1 (assisted by 3 volunteers) in early childhood education (Exhibit 2.6).

Exhibit 2.6: Number of Even Start-Paid Instructors and Volunteers, by Instructional Area (1995-1996)

Instructional Area	Instructors		Volunteers	
	Average	Range	Average	Range
Adult education	0.8	0-2	0.4	0-2
Parenting education	1.3	0-3	0.3	0-1
Early childhood education	1.3	0-3	2.9	0-16
Total	2.1	0-4	0.8	0-4

Note: The total is less than the sum of staff in three instructional areas because instructors and volunteers could be counted in all areas they teach but only once in the total.

The total number of tribal Even Start staff decreased from 1994-95. Most notably, the number of volunteers decreased dramatically—from 4.1 in 1994-95 to 0.8 in 1995-96.

EDUCATIONAL AND RELEVANT WORK EXPERIENCES OF STAFF

Twenty-nine percent of Even Start paid instructors in tribal projects had a bachelor's degree; 18 percent had a master's (Exhibit 2.7). The comparable percentages in 1994-95 were 38 and 19, respectively. Instructors whose highest degree was a high school diploma increased to 35 percent from 24 percent in 1994-95.

BEST COPY AVAILABLE

Exhibit 2.7: Academic Degrees and Years of Experience of Tribal Project Instructors and Aides (1995-96)

Highest Level of Education Completed	Percent of Instructors	Percent of Aides
Did not complete HS diploma or GED	0%	0%
High school diploma or GED	35%	86%
AA	18%	14%
BA/BS	29%	0%
MA/MS/MEd	18%	0%
PhD/EdD	0%	0%
Special certification or endorsements (including CDA) relevant to Even Start instruction	53%	0%
Years of Experience		
Less than 1 year	21%	13%
1-5 years	42%	75%
6-10 years	11%	0%
More than 10 years	26%	13%

Note: The percentages in this table are based on data from 8 tribal projects.

Teachers' aides as a group had lower levels of educational attainment: 86 percent having at least a high school diploma or GED certificate and 14 percent an associate's degree.

In addition to their degrees, 53 percent of the tribal project instructors had earned their Child Development Associates' certificate (CDA) or some other certification pertinent to the area they taught in tribal Even Start. The majority of instructors (42 percent) and aides (75 percent) paid by Even Start had 1-5 years of relevant work experience. Twenty-six percent of instructors and 13 percent of teacher's aides had more than 10 years of relevant experience.

INSERVICE TRAINING

On average, approximately 7 days of inservice training were provided to tribal Even Start staff in 1995-96: 8 days for family specialists, 7 days for instructors, and 6 days for administrators and teachers' aides (Exhibit 2.8). These averages are comparable to national averages.

Exhibit 2.8: Average Days of Inservice Training Provided per Year to Staff (1995-96)

Staff Category	Tribal Project Staff	All Even Start Project Staff
Administrators	6 days	8 days
Instructors	7 days	7 days
Family specialists	8 days	7 days
Aides	6 days	5 days

Note: The average days of inservice for tribal project staff is based on data reported from 8 projects. The average days of inservice for all Even Start projects is based on data from 555 projects.

Exhibit 2.9 shows the number of tribal projects that provided inservice training to most of their staff. Inservice training topics addressed by a higher percentage of tribal projects than all Even Start projects included team building, emergency procedures, relating instructions to participants' cultural backgrounds, and dealing with family or personal problems. Topics addressed less commonly by tribal projects compared to all Even Start projects were conducting home visits, ESL, children's school readiness, and child assessment.

Exhibit 2.9: Percent (Number) of Tribal and All Even Start Projects Providing Inservice Training to Most Staff, by Topic (1995-96)

Training Topics	Tribal Projects	All Even Start Projects
Program Coordination		
Recruitment	50% (4)	55%
Retention strategies	38% (3)	55%
Team building	88% (7)	68%
Interagency collaboration	43% (3)	49%
Local program evaluation	38% (3)	50%
National program evaluation	13% (1)	23%
Planning or program improvement	88% (7)	74%
Conducting home visits	38% (3)	54%
Visiting other programs	29% (2)	32%
First Aid, CPR, or other emergency procedures	75% (6)	39%
Adult Education		
ESL	0% (0)	11%
Reading, writing, math, social studies	25% (2)	23%
Vocational/occupational	13% (1)	13%
Assessment	25% (2)	36%
Parenting Education		
Parent's role as a teacher	50% (4)	60%
Parent and child activities	63% (5)	69%
Child rearing, child development	50% (4)	60%
Life skills	63% (5)	46%
Early Childhood Education		
ESL	0% (0)	15%
School readiness	25% (2)	44%
Child development	50% (4)	64%
Classroom or behavior management	50% (4)	46%
Assessment	25% (2)	50%
Family Characteristics		
Assessing family educational needs	38% (3)	42%
Relating instruction to ethnic/cultural backgrounds	63% (5)	43%
Dealing with family or personal problems	63% (5)	48%
Adapting instruction for learners with special needs	13% (1)	30%

Note: The national percentages are based on data received from 555 projects.

COLLABORATION WITH OTHER AGENCIES

The tribal Even Start projects were asked to describe staff primarily responsible for delivering various components of core educational services to participants as: staff paid with Even Start funds; staff paid by one of the agencies collaborating with Even Start; or staff from both. (Project instructors were considered as Even Start staff if any portion of their salaries was paid with Even Start funds.)

Among tribal Even Start projects, most adult education classes were conducted by staff from collaborating agencies or by both Even Start and collaborating agency staff (last 2 columns of Exhibit 2.10). In contrast, most tribal project sites relied on Even Start paid staff for parenting education and early childhood

education for infants and toddlers. These results were very similar to the patterns of collaborative arrangements reported by all Even Start projects.

Exhibit 2.10: Percent (Number) of Tribal Even Start Project Sites[6] Using Even Start and Collaborating Agency Staff in Core Educational Services (1995-96)

Educational Services	Even Start	Other Agency	Both
Adult Education			
Beginning adult basic education (grades 0-4)	40% (4)	30% (3)	30% (3)
Intermediate adult basic education (grades 5-8)	40% (4)	20% (2)	30% (3)
Adult secondary education/GED preparation (grades 9-12)	40% (4)	30% (3)	30% (3)
ESL	11% (1)	0% (0)	11% (1)
Parenting Education	**90% (9)**	**0% (0)**	**10% (1)**
Early Childhood Education			
Under age 3	90% (9)	0% (0)	10% (1)
Ages 3 and 4	30% (3)	20% (2)	50% (5)
Age 5	40% (4)	20% (2)	40% (4)
Ages 6 and 7	22% (2)	11% (1)	56% (5)

Note: Percentages do not total 100 because projects indicated that some services were not provided by tribal Even Start or Other Agency.

SUPPORT SERVICES THAT FAMILIES IN TRIBAL PROJECTS NEED

The tribal Even Start project directors were asked to indicate whether "all," "many," "few," or "none" of their project families were in need of 14 categories of support services. Exhibit 2.11 displays the percentages of project sites responding to each category of support services.

The needs for transportation, child care, and meals were prevalent among families in tribal projects as they were among all Even Start families. The majority of tribal project sites reported that many of their families needed nutrition assistance, family support (e.g., counseling), and employment assistance services.

[6] As explained earlier in this chapter, the term "site" refers to service delivery designs and approaches. A single project may have multiple sites/designs. Ten sites were reported by the 8 tribal projects that submitted data in 1995-96. ESIS data regarding staffing, support services, recruitment, hours of services offered, and contents of educational services were collected at the site level.

BEST COPY AVAILABLE

Exhibit 2.11: Percent (Number) of Tribal and All Even Start Project Sites, by Support Services Needed by All and/or Most Families (1995-96)

Support Services	Tribal Project Sites	All Even Start Project Sites
Transportation	90% (9)	76%
Child care	90% (9)	74%
Meals	80% (8)	85%
Nutrition assistance	70% (7)	79%
Family support	70% (7)	30%
Employment assistance	70% (7)	37%
Health care	50% (5)	53%
Crisis intervention	40% (4)	61%
Housing	33% (3)	64%
Case management	30% (3)	68%
Mental health	30% (3)	32%
Financial assistance	20% (2)	67%
Special care for persons with disabilities	0% (0)	37%
Translators or interpreters	0% (0)	7%

While the levels of need reported for families in tribal projects were similar for many types of services, substantial differences were found in some types of services. Higher levels of need were reported by tribal projects for family support and employment assistance than all Even Start projects. Lower levels of need were reported by tribal projects for case management, financial assistance, housing, and care for persons with disabilities than all Even Start projects.

BARRIERS TO PROGRAM IMPLEMENTATION

Projects were presented with a list of potential barriers to program implementation and asked to rate each barrier from 1 to 5, where 1 is no problem and 5 is a major problem. In general, the average ratings indicated that tribal projects do not experience many serious barriers in implementing Even Start services. Issues rated as being "somewhat" problematic included improving retention or motivation of participants; finding quality child care; recruiting families most in need; and improving attendance (Exhibit 2.12). These issues also were cited as major problems by many Even Start projects in the national evaluation.

Exhibit 2.12: Average Rating of Barriers to Program Implementation (1995-96)

Barriers to Program Implementation	Mean
Improving retention or motivation of participants	2.88
Finding quality child care	2.75
Recruiting families most in need	2.63
Improving attendance	2.63
Obtaining adequate facilities, space, or equipment	2.50
Arranging or providing adequate transportation	2.50
Obtaining sufficient financial resources	2.38
Recruiting eligible families	2.13
Understanding or meeting national evaluation requirements	2.00
Hiring and retaining qualified staff	1.88
Meeting social service needs of families	1.88
Meeting local evaluation requirements	1.75
Understanding or working within the federal regulations	1.75
Coordinating with other agencies	1.63
Finding adult education, parenting education, or early childhood services locally	1.63
Working within the confines of the local model	1.50
Understanding or working within state guidelines	1.17

Note: The means are based on ratings on a scale of "1 = no problem" to "5 = major problem" received from 8 tribal projects.

NEED FOR TECHNICAL ASSISTANCE

The tribal projects were presented with a list of issues and asked to rate each as an area of No Need, Some Need and Great Need for technical assistance (Exhibit 2.13). The following 11 technical assistance issues were reported by at least 6 of the 8 projects as areas of some or great need: funding or fiscal issues; increasing participant involvement or retention; interagency collaboration; staff development; sharing information with other projects; improving retention; identifying effective practices; approaches to adult education; using computers; handling social and health problems; and maintaining a balance between educational and support services. In many of these areas the levels of need for technical assistance were higher than those reported by all Even Start projects.

Exhibit 2.13: Percent (Number) of Tribal and All Even Start Projects, by Areas of Some and/or Great Need of Technical Assistance (1995-96)

Technical Assistance Areas	Tribal Projects	All Even Start Projects
Program Operations		
Funding or fiscal issues	85% (7)	72%
Increasing participant involvement or retention	76% (6)	80%
Interagency collaboration	75% (6)	52%
Program administration	51% (4)	40%
Recruiting families	38% (3)	50%
Educational Services		
Improving retention	88% (7)	77%
Staff development	88% (7)	67%
Sharing information with other projects	88% (7)	63%
Identifying effective practices	76% (6)	66%
Approaches to adult education	76% (6)	60%
Using computers	75% (6)	72%
Selecting or implementing curriculum materials	63% (5)	53%
Integrating program components	63% (5)	52%
Approaches to parenting education	57% (4)	61%
Making home visits	50% (4)	54%
Approaches to early childhood education	50% (4)	47%
Support Services		
Maintain balance of educational and support services	88% (7)	58%
Social/health problems	76% (6)	60%
Transportation	51% (4)	53%
Evaluation		
Comply with national evaluation requirements	51% (4)	50%
Administer assessment instruments	50% (4)	49%
Conduct local evaluation	38% (3)	47%

Note: The national percentages are based on data from 555 projects.

RECRUITMENT STRATEGIES

The tribal Even Start projects were presented with a list of recruitment strategies commonly used by Even Start projects and asked to indicate how often they used each strategy. Responses were reported as "not used," "used little," "used some," or "used a great deal" (Exhibit 2.14). Seven of the 10 tribal project sites cited referrals by Head Start or other preschool program and referrals by community or governmental agencies as strategies used a great deal.

Exhibit 2.14: Percent (Number) of Tribal Project Sites Using Special Recruitment Strategies "a Great Deal" (1995-96)

Recruitment Strategy	Tribal Project Sites
Referrals by Head Start or other preschool program	70% (7)
Referrals by community or governmental agencies	70% (7)
Collaborating agencies	60% (6)
Word of mouth	50% (5)
Telephone contact	30% (3)
Targeted mailings	30% (3)
Presentations or visits to community agencies	30% (3)
Walking the neighborhood	20% (2)
Home visits	20% (2)
Posters or flyers	20% (2)
Mass media	0% (0)
Public school referrals (e.g., Title I)	0% (0)
Other	20% (2)

Only 4 of the 10 tribal project sites reported having denied services to families for reasons of parents already having earned a high school diploma, GED, or its equivalent (3 project sites); family living outside target area (2 project sites); and family having income higher than specified level (1 project site).

INTENSITY OF EDUCATIONAL SERVICES OFFERED TO FAMILIES

To assess the intensity of the educational services provided by Even Start projects, we asked project directors to report the following: (1) scheduled contact times per month; (2) hours per month; (3) number of months per year; and (4) hours per month that services are provided in participants' homes. These data were used to represent the service delivery schedules for a typical family, not any specific family.

Many educational activities are intended to serve more than one purpose. For example, adult education classes might incorporate topics that are relevant to parenting education. The projects were instructed to "double-count" the hours of instruction that serve multiple purposes. Thus, if a project provided families two hours per month of parent-child activities during home visits, those two hours could count toward both parenting education and early childhood education as well as the hours of home-based instruction for both service areas.

Exhibit 2.15 lists the scheduled contact hours averaged across tribal Even Start projects (in bold) as well as the comparable averages for all Even Start projects (in parentheses). For the adult education services offered by Even Start projects, the scheduled instructional sessions were, on average, 5 to 9 times per month, 10 to 11 months per year.

The average instruction per month for adult education was 11 to 22 hours, considerably below the national average of 33 to 40 hours. The hours offered monthly by the tribal projects indicate that a typical adult student was expected

to spend between 3 and 5 hours per week receiving instruction. A portion of this time, about 4 to 5 hours per month, was scheduled to be spent in families' homes as part of the home-based education component. Although the average hours of adult education offered per month by tribal projects were much less than the national averages, the hours of home-based instruction were comparable to or greater than the national averages.

In reviewing these results, it is important to note the wide range of responses across project sites. For example, the monthly hours of adult education offered by tribal Even Start projects ranged from 3 to 120 hours (not shown in Exhibit 2.15).

Exhibit 2.15: Average Scheduled Contact Hours in Tribal Even Start Projects, by Educational Area (1995-96) (Averages across all Even Start projects are shown in parentheses.)

Educational Area	Number of Tribal Project Sites Reporting	Number of Times per Month	Number of Hours per Month	Duration of Instruction in Months	Hours per Month Services Are in Home-Based Setting
Adult Education					
Beginning adult basic education (grades 0-4)	9	9 times (11 times)	21 hours (34 hours)	10 months (10 months)	4.6 hours (4.0 hours)
Intermediate adult basic education (grades 5-8)	8	8 (12)	21 (38)	10 (10)	4.6 (4.1)
Secondary/GED (grades 9-12)	8	5 (13)	22 (40)	10 (10)	4.6 (4.6)
ESL	4	7 (12)	11 (33)	11 (10)	4.8 (4.3)
Parenting Education					
Parent alone	10	4 (7)	5 (11)	10 (10)	2.6 (2.9)
Parent and child together	10	4 (8)	4 (9)	9 (10)	2.9 (3.2)
Early Childhood Education					
Under age 3	10	5 (11)	12 (38)	9 (10)	2.9 (3.5)
Ages 3 and 4	10	7 (14)	27 (53)	10 (10)	2.6 (3.5)
Age 5	8	5 (14)	30 (56)	9 (10)	3.0 (3.3)
Ages 6 and 7	6	4 (13)	32 (62)	10 (10)	3.0 (3.4)

Note: National percentages are based on data from 635 project sites.

Parenting education was offered an average of 4 times per month, 9 hours per month, combining the activities for parents alone and for parents and children together. The two types of parenting education activities were offered 9 to 10

months a year. Approximately 6 hours of parenting education activity were home-based.

Early childhood education had the most scheduled contact hours. The scheduled instruction hours for children over age 2 were 27 to 32 hours per month, or approximately 6 to 7 hours per week. Children younger than 3 received approximately 3 hours per week of educational services. Again, the comparable national averages were considerably higher, ranging from 38 to 62 hours per month depending on the age level.

The tribal projects were asked to indicate how many hours each month a typical family spends in parent-child joint activities in each of three settings: (1) home visits; (2) center or classroom; and (3) field trips, meals, or other social functions. On average, the tribal projects offered about 3 hours of joint parent-child activities in the home, about 4 hours in the center or classroom, and 5 hours in extracurricular activities (Exhibit 2.16). The tribal projects' results were similar to the national averages for hours spent in home visits and special events. However, the hours of parent-child activities in center/classroom settings were fewer for the tribal projects compared to all Even Start projects.

Exhibit 2.16: Hours per Month a Typical Family Spends in Parent-Child Activities, by Setting (1995-96)

Parent-Child Activity Settings	Tribal Projects Average (and Range) Hours per Month	All Even Start Projects' Hours per Month
Home visits	3 hours (1-8)	3 hours
Center or classroom	4 hours (0-12)	9 hours
Field trips, meals, or social functions	5 hours (1-10)	5 hours

Note: The averages for tribal projects are based on data from 10 project sites; the national averages are based on data from 635 project sites.

The tribal Even Start project directors were also asked to indicate how many hours per month adult education was combined with parenting education for a typical family in their projects. Integration of these two educational components occurred, on average, 4 to 5 hours per month (Exhibit 2.17). These results were substantially lower than the results for all Even Start projects.

Exhibit 2.17: Hours per Month that Adult Education Is Combined with Parenting Education (1995-96)

Adult Education Components	Tribal Projects Average (and Range) Hours per Month	All Even Start Projects' Hours Per Month
Beginning adult basic education (grades 0-4)	5 hours (0-12)	12 hours
Intermediate adult basic education (grades 5-8)	5 hours (0-12)	13 hours
Adult secondary education/ GED preparation (grades 9-12)	5 hours (0-12)	14 hours
ESL	4 hours (0-12)	12 hours

Note: The averages for tribal projects are based on data from 9 project sites; the national averages are based on data from 635 project sites.

BEST COPY AVAILABLE

CONTENTS OF ADULT EDUCATION ACTIVITIES

Exhibit 2.18 summarizes the tribal Even Start adult basic education services in terms of (1) the extent of incorporating functional literacy in the instructional approach and (2) the subject matter used as instructional context. The majority of tribal Even Start project sites included little or no functional literacy in their beginning adult basic education instruction. Most of the project sites reported incorporating functional literacy in their secondary/GED classes. These results were similar to the national results.

We also asked tribal Even Start project directors to describe their adult basic education services in terms of three broad categories of instructional contexts: life skills, vocational, and parenting. Project directors were asked to select all applicable instructional approaches for each educational level.

Exhibit 2.18: Percent (Number) of Tribal Even Start Project Sites, by Adult Education Approaches (1995-96)

Primary Instructional Approach	Adult Education Components		
Degree of Functional Literacy	**Beginning (0-4)**	**Intermediate (5-8)**	**Secondary/ GED (9-12)**
Mostly functional literacy	11% (1)	11% (1)	100% (9)
Some functional literacy	0% (0)	89% (8)	0% (0)
Little or no functional literacy	89% (8)	0% (0)	0% (0)
Instructional Context	**Beginning (0-4)**	**Intermediate (5-8)**	**Secondary/ GED (9-12)**
Life skills	70% (7)	70% (7)	60% (6)
Vocational	30% (3)	50% (5)	70% (7)
Parenting	70% (7)	70% (7)	70% (7)

Many tribal project sites employed a combination of instructional contexts across the three adult education levels. In general, life skills and parenting were commonly used as contexts for adult education instruction. Vocational subjects were used as instructional context at the secondary education level, less so at the intermediate and beginning basic levels. These results are similar to the national findings.

The tribal project sites were asked to describe the preparation period before the parents decide to enroll in adult education and parenting education. Most of the reporting project sites conducted social functions, special events, and home visits as preparation for the transition (7 to 8 project sites). Six sites had orientation sessions for the parents. Two project sites indicated having no preparation activities prior to parents' enrollment (Exhibit 2.19).

Exhibit 2.19: Percent (Number) of Tribal Even Start Project Sites That Offered Preparatory Activities Before Initiating Adult and Parenting Education Services (1995-96)

Preparatory Activities	Percent (Number) of Tribal Project Sites
Invite to social functions	80% (8)
Invite to field trips or other outings	70% (7)
Conduct home visits	70% (7)
Conduct orientation sessions	60% (6)
Begin parenting education first	20% (2)
Begin adult education first	20% (2)
Other	10% (1)
No preparation period before adult and parenting education	20% (2)

PARENTING EDUCATION AND PARENT-CHILD ACTIVITIES OFFERED

The tribal Even Start projects were presented with a list of topics and issues commonly addressed in parenting education activities. They were asked to indicate whether they address each of these topics with most families, some families, few families, or no families (Exhibit 2.20). Most of the reporting project sites indicated that they address most of the topics with most of their families. In particular, these topics were emphasized consistently across all tribal project sites: parent-child literacy; child development; child's language and thinking skills; child's motor skills; child's safety and well-being; and parent self-esteem.

Exhibit 2.20: Percent (Number) of Tribal and All Even Start Project Sites Providing Various Types of Parenting Education Activities to "Most Families" (1995-96)

Parenting Education Activities	Percent (Number) of Tribal Project Sites	Percent of All Even Start Project Sites
Parent-child literacy	100% (10)	94%
Child development	100% (10)	90%
Child's language and thinking skills	100% (10)	91%
Child's motor skills	100% (10)	82%
Child's safety and well-being	100% (10)	87%
Parent self-esteem	100% (10)	91%
Child's social skills	90% (9)	87%
Health and nutrition	90% (9)	83%
Parent life skills	80% (8)	85%
Awareness of community and social services	80% (8)	81%
Behavior management	70% (7)	81%
Awareness of vocational & educational opportunities	70% (7)	68%
Assisting with homework	40% (4)	52%
School routines	40% (4)	64%
Using TV or outings for instruction	30% (3)	53%

Note: The national percentages are based on data from 635 project sites.

Similar to reports from all Even Start projects, several topics were not addressed by many tribal project sites. They include assisting with homework, school routines, and using TV or outings for instruction.

The tribal Even Start projects were asked how frequently their programs used various activities involving the parent and child together (Exhibit 2.21).

Exhibit 2.21: Percent (Number) of Tribal and All Even Start Project Sites Offering Various Parent-Child Activities to "Most Families" (1995-96)

Parenting Education Activities	Percent (Number) of Tribal Project Sites	Percent of All Even Start Project Sites
Social development	100% (10)	89%
Language development	90% (9)	90%
Health and nutrition	90% (9)	81%
Sensory stimulation	80% (8)	73%
Arts and crafts	70% (7)	77%
Gross motor activities	70% (7)	75%
Independence, self-discipline, self-help skills	70% (7)	80%
Reading, storytelling, pre-reading	60% (6)	92%
Working with numbers	50% (5)	61%
Working with letters and writing	40% (4)	51%
Early academic skills	40% (4)	75%
Computer activities	10% (1)	25%
Activities selected and led by child	10% (1)	64%

Social development was taught to most families by all 10 sites. Language development, health and nutrition, sensory stimulation, arts and crafts, gross motor skills, and independence/self discipline were taught to most families by at least 7 of the 10 reporting sites. Other school-age activities such as reading, storytelling, and working with letters and numbers were taught to "most families" less frequently (but still taught to at least "some" families by 9 of the 10 sites reporting). Finally, mirroring the national data, tribal sites did not provide many computer activities or activities led by the child.

INTEGRATION OF CORE EDUCATIONAL SERVICES

The tribal Even Start project directors were asked to rate the extent to which instructional activities were integrated across parenting education and adult basic education; parenting education and early childhood education; and adult basic education and early childhood education for their typical family. Integration of services was operationalized as the frequency with which activities in two core educational components were provided in the same setting (e.g., the same room or building); taught by the same instructors; taught using the same or parallel activities; and planned or coordinated for parents and children together. Exhibit 2.22 displays the results for each measure of service integration.

The highest degree of integration was reported between parenting and early childhood education. All sites reported using the same instructors to provide these services. Parent-child joint activities also were commonly used to integrate educational services.

Exhibit 2.22: Percent (Number) of Tribal Even Start Project Sites That Integrated Three Core Educational Services Usually or Always (1995-96)

Nature of Integration	Parenting & Adult Basic Education	Parenting & Early Childhood Education	Adult & Early Childhood Education
Same setting	70% (7)	70% (7)	30% (3)
Same instructors	60% (6)	100% (10)	70% (7)
Same or parallel activities	40% (4)	60% (6)	30% (3)
Parent-child joint activities	90% (9)	70% (7)	70% (7)

CHAPTER 3: CHARACTERISTICS OF FAMILIES IN TRIBAL EVEN START PROJECTS

This section describes the social and economic characteristics of families enrolled in the tribal Even Start projects during the program year 1995-96. It presents the following characteristics of families at the time of intake:

- Family structure and size;
- Ethnic backgrounds of families in tribal Even Start projects;
- Family economic characteristics;
- Parents' educational backgrounds;
- Parents' employment status at intake; and
- Non-Even Start services families received.

FAMILY STRUCTURE AND SIZE

Almost half of the families (47 percent) enrolled in the 8 reporting tribal Even Start projects were two-parent families (Exhibit 3.1); 39 percent were headed by a single parent; and 12 percent represented extended families. These percentages are very similar to the breakdown of all Even Start families by family structure.

The percentage of two-parent families in tribal Even Start projects has increased substantially from 29 in 1994-95. Conversely, the percentage of single-parent families has declined from 60 in 1994-95 to 39 in 1995-96.

Exhibit 3.1: Percent and Number of Families in Tribal Even Start Projects, by Family Structure (1995-96 Participants)

Family Structure	Percent	Number
Couple with children	47%	122
Single parent	39%	102
Extended family	12%	31
Other	2%	4
Total	**100%**	**259**

The average size of families in the tribal projects was 5.1, comparable to the national average of 5.5. The families served by tribal projects had an average of 1 to 2 children within the Even Start eligible age (birth through 7 years). Typically, these families also had 2 additional children between the ages of 8 and 15 years and 1 to 2 adults (Exhibit 3.2).

Exhibit 3.2: Average Size of Families in Tribal Even Start Projects (1995-96 Participants)

	Mean	Standard Deviation
Children below the age of 8 years	2.0	1.2
Children aged 8 through 15 years	1.3	1.2
Persons aged 16 or older	1.8	0.9
Total number in the family	**5.1**	**2.2**

Note: The numbers in this table are based on data for 154 families.

ETHNIC BACKGROUNDS OF FAMILIES IN TRIBAL EVEN START PROJECTS

The 8 tribal projects accounted for only one-quarter of all American Indian parents enrolled in Even Start. However, on the flip side, it comes as no surprise that 83 percent of the participating adults and 90 percent of the participating children in tribal projects were American Indian (Exhibit 3.3). Caucasians were the second largest ethnic group in tribal Even Start projects in 1995-96.

As expected, the ethnic composition of the families in the tribal projects differed considerably from the Even Start projects nationally. American Indians represented only 3 percent of all participating parents in 1995-96; 35 percent of all parents in 1995-96 were Hispanic, 31 percent were Caucasian, 25 percent were African American, and 4 percent were Asian.

Exhibit 3.3: Ethnic Backgrounds of Families in Tribal Even Start Projects (1995-96 Participants)

Ethnic/Racial Groups	Parents		Children	
	Percent	**Number**	**Percent**	**Number**
American Indian	83%	225	90%	367
Caucasian	11%	30	5%	21
Asian	<1%	1	1%	2
Hispanic	4%	11	3%	14
African American	0%	0	0%	0
Total	**99%**[7]	**267**	**99%**	**404**

FAMILY ECONOMIC CHARACTERISTICS

Incomes of families served by tribal projects reflect the extreme poverty of the Even Start population as a whole. Fifty-eight percent of families in tribal Even Start projects had annual incomes below $9,000 at the time of intake (Exhibit 3.4). With the average family size of 5, this is well below the poverty level.

[7] In some instances throughout this report, the sum of percentages total 99 or 101. This is because percentages were rounded to the closest whole number, then summed.

Seventy percent had incomes below $12,000 at intake. This is comparable to the national figures, where 71 percent of families reported annual incomes below $12,000 at intake.

Exhibit 3.4: Percent and Number of Families in Tribal Even Start Projects, by Annual Income (1995-96 Participants)

Annual Income	Percent	Number
Under $9,000	58%	147
$9,000 - $11,999	12%	30
$12,000 - $14,999	9%	23
$15,000 or more	21%	54
Total	**100%**	**254**

One-half of the tribal project families relied on government assistance as their primary source of income (Exhibit 3.5). This is slightly more than the average across all Even Start families (47 percent) but represents a decrease from the 65 percent of families in tribal projects relying on government assistance in 1994-95.

Forty-four percent of families in tribal projects reported job wages as their primary source of income. This is almost 20 points higher than the percentage in this category in 1994-95 (26 percent). Nationally, 46 percent of 1995-96 families relied primarily on wages.

Exhibit 3.5: Percent and Number of Families in Tribal Even Start Projects, by Primary Income Source (1995-96)

Source of Income	Percent	Number
Government assistance (e.g., AFDC)	50%	129
Wages from a job	44%	114
Alimony or child support	1%	2
Other	5%	14
Total	**100%**	**259**

PARENTS' EDUCATIONAL BACKGROUNDS

On average, parents in tribal projects had higher degrees of educational attainment than parents in all Even Start projects. Forty-four percent of parents in tribal projects had attained a 10th to 12th grade education and 18 percent had earned a high school diploma or GED by the time they enrolled in Even Start (Exhibit 3.6). Among all Even Start parents participating in 1995-96, the comparable percentages were 43 and 9, respectively. In addition, a substantially greater percentage of adults in tribal projects had some form of postsecondary education (16 percent) compared to all Even Start parents (5 percent).

Exhibit 3.6: Percent and Number of Parents in Tribal Even Start Projects, by Educational Background (1995-96)

Educational Background	Percent	Number
No education - 6th grade	2%	4
7th - 9th grade	21%	58
10th - 12th grade	44%	119
High school diploma/GED	18%	49
Beyond high school	16%	43
Total	**101%**	**273**

As expected, 97 percent of parents in the tribal projects completed most of their formal education in the United States (Exhibit 3.7), while 67 percent of parents in all Even Start projects completed most of their schooling in the United States.

Exhibit 3.7: Percent and Number of Parents in Tribal Even Start Projects, by Where They Received Formal Education (1995-96 Participants)

Place of Education	Percent	Number
Educated in the United States	97%	264
Educated outside the United States	3%	8
Total	**100%**	**272**

PARENTS' EMPLOYMENT STATUS AT INTAKE

As mentioned above, parents participating in tribal Even Start in 1995-96 had somewhat higher average education levels than parents in all Even Start projects. Similarly, parents in tribal projects also had a substantially higher employment rate (31 percent), whereas only 25 percent of all Even Start parents were employed at the time of enrollment.

In 1995-96, 64 percent of parents in tribal projects *who were employed* had full-time jobs (Exhibit 3.8). This represents an 11 percent increase from 1994-95. In addition, the percentage of parents who worked full-time also was substantially higher in tribal projects than for parents across all projects (55 percent).

Exhibit 3.8: Percent and Number of Parents in Tribal Even Start Projects, by Type of Employment (1995-96 Participants)

Type of Employment	Percent	Number
Full-time job	64%	51
Part-time job	33%	26
Job training program	4%	3
Total	**101%**	**80**

Note: The percentages are based on the parents in tribal Even Start projects who were employed at the time of enrollment.

Exhibit 3.9 shows that, of the parents in the tribal projects who were not employed at the time of enrollment, the largest groups reported they were either not seeking employment (46 percent, or 78 parents) or were enrolled in school (42 percent, or 72 parents).

Exhibit 3.9: Percent and Number of Parents in Tribal Even Start Projects Who Were Not Employed, by Employment Plans (1995-96 Participants)

Employment Plans	Percent	Number
Not currently seeking employment	46%	78
Enrolled in school	42%	72
Currently seeking employment	11%	18
Retired or disabled	2%	3
Total	**101%**	**171**

Note: The percentages are based on the parents in tribal Even Start projects who were not employed at the time of enrollment.

In comparison, among all parents participating in Even Start in 1995-96, 37 percent were not seeking work at the time of enrollment and 46 percent were enrolled in school.

NON-EVEN START SERVICES FAMILIES RECEIVED

New families were asked to report the educational and support services they had received prior to and at the time of enrolling in the tribal Even Start projects. Fifty-three percent of new families in tribal projects had received welfare prior to enrollment compared to 55 percent of new enrollees in all Even Start projects.

Higher percentages of new families in tribal projects had participated in adult secondary education or GED preparation (30 percent) and employment training (20 percent) before enrolling in Even Start compared to new enrollees across all projects (22 percent and 7 percent, respectively) (Exhibit 3.10). (Employment training refers to services designed to improve workforce skills necessary to obtain a job.)

Exhibit 3.10: Percent and Number of Parents in Tribal Even Start Projects, by Social or Educational Services Received (1995-96 Participants)

Social/Educational Services	Before Even Start		At Enrollment	
	Percent	**Number**	**Percent**	**Number**
Welfare	53%	168	46%	145
Employment training	20%	65	15%	49
Vocational education	5%	17	<1%	1
Vocational rehabilitation	1%	2	1%	4
Beginning adult basic education (grades 0-4)	4%	11	N/A	N/A
Intermediate adult basic education (grades 5-8)	1%	4	N/A	N/A
Adult secondary education (grades 9-12) or GED preparation	30%	95	N/A	N/A
ESL	1%	2	N/A	N/A

Note: "N/A" indicates that data were not collected regarding non-Even Start educational services at the time of enrollment.

The number of parents in tribal projects who had received vocational education (e.g., training in special trades such as bookkeeping, typing, hairdressing, etc.) or vocational rehabilitation (vocational training for persons with physical disabilities) was negligible.

Prior to participation in the tribal Even Start projects, many children had participated in some type of early childhood education (ECE) program such as Head Start, kindergarten, and other preschool or infant/toddler programs or were in primary school grades 1 to 3 (Exhibit 3.11). However, for 44 percent of children served by the tribal Even Start projects, Even Start was the only educational program in which they were enrolled.

The national averages for children's participation in non-Even Start programs were generally comparable to averages for tribal projects. However, compared to children in tribal projects, a higher percentage of children nationally had not received any of the listed educational services prior to Even Start enrollment (54 percent).

Exhibit 3.11: Percent of Children in Tribal Even Start Participating in Non-Even Start Educational Programs Before and at Time of Enrolling in Even Start (1995-96 Participants)

Non-Even Start Educational Programs	Before Even Start	At Enrollment
Head Start	25%	11%
Title I preschool	4%	<1%
Early intervention, early childhood special education	4%	6%
Other preschool or infant/toddler program	8%	6%
Kindergarten	11%	6%
Primary school (grades 1-3)	7%	11%
None	47%	44%

Note: The percentages are based on data for 482 children.

CHAPTER 4: PARTICIPATION RATES OF FAMILIES IN TRIBAL EVEN START PROJECTS

This section describes the extent of participation by parents and children in tribal Even Start projects' educational services for the 1995-96 program year. This section addresses:

- Number of home visits made to families in tribal Even Start projects;
- Extent of parents' participation in adult education and parenting education services;
- Hours of participation in adult and parenting education;
- Extent of children's participation in early childhood education services;
- Participation in all three core services;
- Types of support services received by families in tribal Even Start projects;
- Prevalence of children with special needs;
- Extent of retention and successful completion of educational goals by participants;
- Parents' educational status at year end; and
- Parents' employment status at year end.

NUMBER OF HOME VISITS MADE TO FAMILIES IN TRIBAL EVEN START PROJECTS

On average, the families in tribal Even Start projects participated in 11 home visits during the 1995-96 program year. This is slightly higher than the national Even Start average of 9 home visits per year per family.

In the tribal projects, the number of home visits ranged widely across families from none to 52 during the year. The top 25 percent of families had 16 or more visits during the year, while the bottom 25 percent had 2 or fewer.

EXTENT OF PARENTS' PARTICIPATION IN ADULT EDUCATION AND PARENTING EDUCATION SERVICES

The basic Even Start model stipulates that at least one parent and one child participate in all three core services: adult education, parenting education, and

early childhood education. More than 90 percent of parents in the tribal Even Start projects participated in parenting education activities, compared to 88 percent of all Even Start parents (Exhibit 4.1).

Five percent of parents served by the tribal Even Start for whom we received participation data, did not participate in parenting or adult education services. Almost half of the parents in the tribal projects (44 percent) were enrolled in adult secondary education or GED preparation. This percentage is slightly higher than the percentage of all Even Start parents participating in secondary adult education and GED preparation courses (40 percent).

Exhibit 4.1: Percent and Number of Parents in Tribal Projects Who Participated in the Core Even Start Services (1995-96)

Core Even Start Services	Percent	Number
Parenting education	91%	297
Beginning adult basic education (grades 0-4)	6%	19
Intermediate adult basic education (grades 5-8)	5%	16
Adult secondary education (grades 9-12) or GED preparation	44%	144
ESL	1%	4
None	5%	17

Note: The percentages do not total 100 because parents could participate in multiple services.

HOURS OF PARTICIPATION IN ADULT AND PARENTING EDUCATION SERVICES

Including the parents who reported zero hours, the average hours of participation in adult education for parents in the tribal projects were 25 during the 1995-96 program year (Exhibit 4.2). The adult education hours varied widely, ranging from 0 to 480. On average, the parents in tribal projects participated in parenting education 20 hours during the 1995-96 program year.

Exhibit 4.2: Parents in Tribal and All Even Start Projects, by Average Hours of Participation in Adult and Parenting Education (1995-96)

Educational Component	Tribal Project Parents	All Even Start Parents
	Average Hours	**Average Hours**
Adult education	25 hours	93 hours
Parenting education	20 hours	27 hours

Note: The average adult and parenting education hours for parents in tribal projects are based on 326 parents. The average adult education hours for all Even Start parents are based on data for 32,814 parents. The average parenting education hours for all Even Start parents are based on data for 33,250 parents.

The average participation hours for parents in tribal projects were considerably less than the national Even Start averages of 93 hours for adult education and 27 hours for parenting education.

EXTENT OF CHILDREN'S PARTICIPATION IN EARLY CHILDHOOD EDUCATION SERVICES

Overall, 94 percent of 507 children in the tribal projects for whom we received participation information participated in some form of early childhood education (ECE) services sponsored by the tribal Even Start projects (not in exhibit). As shown in Exhibit 4.3, the most common types of ECE services were individualized, home-based programs (72 percent) and structured, center-based programs (32 percent). (The percentages in Exhibit 4.3 total more than 100 because projects could report more than one type of program for each child.)

These results are somewhat different from the national data. Among all Even Start children, 42 percent received home-based ECE services and 44 percent received center-based ECE.

Exhibit 4.3: Percent and Number of Children in Tribal Projects Participating in Early Childhood Education Programs (1995-96)

Early Childhood Education Program	Percent	Number
Individualized, home-based ECE	72%	363
Organized, center-based ECE	32%	161
Compulsory schooling (K-3) coordinating with Even Start	18%	90
Services for school-age children outside school hours	16%	80
Daycare with educational component	2%	11
None	6%	29

Eighteen percent of children in the tribal projects were enrolled in compulsory education programs covering grades K-3 in which the educational activities were coordinated with the tribal project activities. Approximately 16 percent of children participated in educational activities for school-age children that are not part of their compulsory education curricula. These services could be provided either directly by tribal Even Start projects or their collaborating agencies.

The extent of children's participation was assessed by asking how many months they participated in early childhood education programs. Twenty-four percent of children served by the tribal Even Start projects participated for only 1 to 3 months; 16 percent participated 4 to 6 months (Exhibit 4.4). Sixty percent of children in tribal projects participated for more than 6 months. The comparable national percentage was 50.

Exhibit 4.4: Percent of Children in Tribal and All Even Start Projects, by Months of Participation in Early Childhood Education (1995-96)

Months of Participation	Tribal Project Children	All Even Start Children
1 - 3 months	24%	29%
4 - 6 months	16%	21%
7 - 9 months	30%	27%
10 - 12 months	30%	23%
Total	**100%**	**100%**

Note: The percentages are based on 481 children in tribal projects and 41,156 children in all Even Start projects.

EXTENT OF PARTICIPATION IN ALL THREE CORE SERVICES

Altogether, 71 percent of families in tribal projects in 1995-96 participated in all three core services, compared to 75 percent of all Even Start families. Among the tribal project families that *did not* participate in all core services, most participated in parenting education (93 percent) or early childhood education (96 percent). Only 22 percent of the families who did not participate in all three components participated in adult education programs.

TYPES OF SUPPORT SERVICES RECEIVED BY PARENTS AND CHILDREN IN TRIBAL PROJECTS

The Even Start basic model stipulates a provision of support services to allow parents and children to benefit fully from the educational opportunities made available through the program. As shown in Exhibit 4.5, the support services most commonly received by parents in the tribal Even Start projects were transportation (47 percent), family support (32 percent), and social services (29 percent). Twenty-six percent of parents in tribal projects did not receive any type of support services, compared to 15 percent of all Even Start parents.

A large percentage of children participating in the tribal Even Start projects received support services. Nearly one-half of the children received transportation (46 percent), and more than one-third received meals (37 percent). On the other hand, 37 percent of children in tribal projects received no support services, compared to 22 percent of all Even Start children .

Exhibit 4.5: Percent of Parents and Children in Tribal and All Even Start Projects Receiving Support Services (1995-96)

Support Services	Parents		Children	
	Tribal Even Start	All Even Start	Tribal Even Start	All Even Start
Transportation	47%	43%	46%	43%
Family support	32%	39%	N/A	N/A
Social services	29%	36%	N/A	N/A
Meals	24%	38%	37%	48%
Child care	21%	52%	22%	48%
Health care referral, screening	14%	26%	22%	28%
Employment assistance	14%	19%	N/A	N/A
Translator, interpreter	<1%	15%	0%	11%
Counseling	N/A	N/A	9%	11%
None	26%	15%	37%	22%

Note: "N/A" indicates the types of support services that were assessed only for parents or children, but not both. The percentages are based on 328 parents and 507 children in tribal projects and 34,440 parents and 45,103 children in all Even Start projects.

PREVALENCE OF CHILDREN WITH SPECIAL NEEDS

A relatively small percentage of children in tribal Even Start projects (6 percent) had special needs. The national Even Start comparison is 12 percent. Among the children in tribal projects who were identified with special needs, the three most common types of needs were: speech/language impairment (47 percent); specific learning disabilities (34 percent); and developmental delays (31 percent).

EXTENT OF RETENTION AND SUCCESSFUL COMPLETION OF EDUCATIONAL GOALS

We examined the patterns of retention in the tribal Even Start projects through analyses of the following data:

- Whether each family was still participating at the end of the 1995-96 program year;
- If a family had exited the program during the year, the specific reasons for termination; and
- For the families that exited, whether they had completed their educational goals or exited because of various problems such as poor attendance, family crises, or lack of interest.

At the end of the 1995-96 program year, 62 percent of families in tribal Even Start projects were continuing their participation (Exhibit 4.6). This is similar to the national percentage (60 percent).

Of all families for whom we received the year-end status, less than 1 percent had completed their goals and left the program. This is notably lower than the 6 percent for all Even Start families nationwide.

Exhibit 4.6: Percent and Number of Families in Tribal Even Start Projects Continuing Participation at Year End (1995-96)

Year-End Status	Percent	Number
Continuing participation	62%	183
No longer participating	38%	111
Total	**100%**	**294**

The most common reason for leaving the program was families moving out of the projects' service areas (8 percent). Four percent of the parents found new employment that prevented them from continuing in the program (Exhibit 4.7).

Thirteen percent of the tribal project families exited due to various problems such as lack of interest and family situations. This percentage is comparable to families across all Even Start projects that left because of various problems (14 percent).

Exhibit 4.7: Percent and Number of Families in Tribal Even Start Projects, by Reason for Termination (1995-96)

Reasons for Termination	Percent	Number
Moved out of the area served by the tribal project	8%	23
Incomplete participation or poor attendance	5%	15
Parent(s) found employment that prevented further participation	4%	12
Lack of interest	3%	8
Conflicts or problems prevented continued participation	3%	10
Switched to different program	2%	6
Family crisis prevented further participation	2%	6
Met planned goals	<1%	3
Other reason	8%	23
Reason unknown	2%	5

PARENTS' EDUCATIONAL STATUS AT YEAR END

As shown in Exhibit 4.8, 26 percent of parents in tribal projects *for whom we received the year-end status data* had received a high school diploma or GED prior to enrolling in Even Start.[8] More than one-third (35 percent) worked toward a diploma or GED during 1995-96, and 10 percent of parents attained a

[8] In Chapter 3, we reported that 34 percent of parents participating in tribal projects had received high school diploma, GED, or some postsecondary education prior to enrolling in Even Start (Exhibit 3.6). However, the percentage of parents with this level of educational background drops to 26 percent among parents who provided the year-end participation data.

diploma or GED since participating in the tribal Even Start projects. Only 14 percent indicated that obtaining a GED was not an educational goal.

Exhibit 4.8: Percent and Number of Parents in Tribal Even Start Projects, by Year-end Educational Status (1995-96)

Educational Status	Percent	Number
Received high school diploma, GED, or equivalent before Even Start	26%	82
GED is not a current goal for this adult	14%	44
Has been working toward a diploma or GED	35%	110
Has taken the GED but has not completed them or passed yet	14%	43
Attained a high school diploma or GED since enrolling in Even Start	10%	33
Has been accepted at a community college, college, or university	2%	5
Total	**101%**	**317**

Note: Percentages reported in this exhibit are based on 317 parents for whom year-end participation data were reported. Percentages in Exhibit 3.6 are based on 273 parents whose educational background data were collected at the time of their intake.

Compared to parents in tribal projects, 47 percent of all Even Start parents in 1995-96 who did not have a high school diploma or GED at enrollment were working toward a GED, and 10 percent had attained a GED since enrolling in Even Start.

PARENTS' EMPLOYMENT STATUS AT YEAR END

Thirty-six percent of the parents in tribal Even Start projects were employed at the end of the year in either a full-time or part-time paying job or a job-training program (Exhibit 4.9). This is comparable to the national rate (34 percent).

Thirty-one percent of parents in tribal projects were unemployed but were either looking for work or enrolled in a vocational or educational program. Another 31 percent were unemployed and neither looking for work nor getting more education or training.

Exhibit 4.9: Percent and Number of Parents in Tribal Even Start Projects, by Year-end Employment Status (1995-96)

Employment Status	Percent	Number
Unemployed, but enrolled in a vocational or educational program	26%	82
Employed in full-time paying job	24%	76
Employed in part-time or seasonal paying job	11%	35
Employed through a job training program	1%	3
Unemployed, but retired or disabled	2%	7
Unemployed and looking for work	5%	17
Unemployed and none of the above apply	31%	100
Total	**100%**	**320**

BEST COPY AVAILABLE